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ABSTRACT

The second annual review of Canadian degree research on adult education, this work describes ten master's and doctoral studies completed in 1969, and 22 others still in progress. The degree and institution are noted for each, followed by the date of acceptance or estimated completion, statement of the problem or objective, methods used, findings (where applicable), name(s) of advisor(s), and addresses from which further information and/or copies can be obtained. Such concerns as adult basic and public school adult education, university extension, administration, dropout characteristics, literacy, professional continuing education, human relations training, leadership, vocational counseling, parent education, technical education, and public affairs broadcasting are represented. Four tables and an author and title index are included. (LY)

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DEGREE RESEARCH IN ADULT EDUCATION IN CANADA

1969

Compiled by:

James A. Draper
Fausto Yadao, Jr.

Department of Adult Education
The Ontario Institute for Studies in Education

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An informal publication of the
Department of Adult Education
The Ontario Institute for Studies in Education

FOREWORD

This publication is the second annual review of degree research in adult education in Canada. The time period covered by this survey is the calendar year 1969.

The first review was collaboratively compiled by the departments of adult education at The Ontario Institute for Studies in Education, the University of British Columbia, and the University of Montreal. This present publication began as a cooperative venture of The Ontario Institute for Studies in Education and the University of Montreal. Recently M. Claude Touchette of the University of Montreal advised that circumstances had delayed the collection of the French language theses material. It was jointly agreed that the publication of the English language material should proceed. Regretfully, this publication lacks the scope of the two-language publication of 1968. It is anticipated that reviews of this kind will continue. Already it has been suggested that next year's review will include a two-year coverage of the French language material.

"Degree research" includes any research which has been done, or is being done as partial fulfillment of a university degree. For this reason, research relating to Canada but conducted outside of the country is included in the document. Research-reporting questionnaires were sent to universities and colleges in Canada, to members of the Commission of Professors of Adult Education, and professors of adult education in Canada. Questionnaires were also sent to persons who reported in-progress research in last year's publication. Only meager attempts were made to locate related research conducted by such disciplines as anthropology, social work, sociology, political science, and others. As important as some of this research is to adult education, a systematic coverage of these sources was not within the scope of this publication.

This publication reports 10 completed and 22 in-progress English language studies as compared to last year's survey which covered the period 1968 to March 1969 and reported 11 completed and 24 in-progress studies. Studies which were reported in-progress last year are reported in this publication only if these studies are now completed. Hence, in order to gain a comprehensive view of the current degree research being conducted in Canada, the reader is advised to refer to last year's publication.

The number of studies reported in this survey are summarized in Appendix B according to university and the degree program to which the thesis research is being credited. Note that the French language universities are excluded from the summary. For an overall view of adult education as a field of study conducted by institutions of higher education in Canada, the reader might wish to refer to the March-April 1970 issue of Continuous Learning. With the rapid increase in degree programs in adult education offered by universities in Canada, one can expect a proportionate increase in the number of studies conducted in adult education.

Where omissions of research have occurred in this document, it is hoped that our colleagues will inform us of these so that appropriate amendments can be made in future publications.

Many individuals are to be thanked for the assistance they have given in supplying the information reported in this document. Gratitude is expressed in particular to Professor Claude Touchette of the University of Montreal for his initial collaboration with this survey.

James A. Draper
Fausto Yadao, Jr.

Department of Adult Education
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Canada

June 1970

CONTENTS

Foreword iii

Completed Research 1

In-Progress Research 14

Appendix A - Authors and Titles Index 37

Appendix B - Summary Degree Research as Reported by Universities . . . 40

COMPLETED

RESEARCH

1. ANGUS, Monica Diane

Promotion of Public School Adult Education in the City of Port Coquitlam, B.C.

Degree Obtained:	M.A.
Institution:	University of British Columbia
Date Thesis Accepted:	1969
Statement of the Problem:	To determine factors essential to the effective promotion of Public School adult education in a suburban Canadian community--the City of Port Coquitlam, British Columbia.
Methodology Used:	A structured interview schedule was used by the author on 112 adult respondents of households selected at random, from an area survey of the city.
Findings:	The City of Port Coquitlam was found to be a very homogeneous community with respect to several selected socioeconomic characteristics, patterns of participation and interest in adult education, and patterns of mass media use.
Copies may be borrowed from:	Mrs. M. F. Angus 1715 Oughton Drive Port Coquitlam, British Columbia
Name of Advisors:	Dr. John A. Niemi, Adult Education, University of British Columbia Dr. H. Hawthorne, Anthropology, University of British Columbia Dr. N. Churakupalee, Community Training, University of British Columbia
Inquiries:	Monica Diane Angus 1715 Oughton Drive Port Coquitlam, British Columbia

2. DAVISON, Catherine Val

A Survey of Adult Basic Education Teachers in the Province of British Columbia with Special Reference to Their Training Needs

Degree Obtained:	M.A.
Institution:	University of British Columbia
Date Thesis Accepted:	August 1969
Statement of the Problem:	To identify the characteristics of the present adult basic education teachers; to determine, from interviews with these teachers: their degree of satisfaction with their teaching positions; their attitudes toward program development, the teacher, the learner, and organization and management of the program; the areas in which they felt they could benefit from further training; the methods of teacher-training which would best suit their needs.
Methodology Used:	Analytical survey method, utilizing a structured interview schedule to gather data from the adult basic education teachers.
Findings:	While half of those interviewed were university graduates with some training or experience in elementary and secondary education, few teachers had more than a minimal amount of preparation for teaching adults. Eighty-seven per cent were interested in participating in programs if they were available, although their time commitment to such programs was limited. Teachers perceived the greatest need for instruction in adult psychology and principles of learning and teaching reading and communications skills although responses varied according to the educational backgrounds, experiences, attitudes and perceptions of those interviewed.
Name of Advisors:	Dr. John A. Niemi, Adult Education, University of British Columbia Dr. P. Campbell, Speech Education, University of British Columbia Dr. L. Marsh, Foundations, University of British Columbia
Inquiries:	Catherine Davison Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

3. DREW, Graham A.

An Evaluation of A Three-Week Adult Education Program for Commercial Fishermen

Degree Obtained:	M.Ed.
Institution:	University of British Columbia
Date Thesis Accepted:	September 1969
Statement of the Problem:	To study the effectiveness of a three-week adult education program for commercial fishermen which had been used as a model by other institutions. The study was confined to the span of presentation of the short course and is concerned mainly with the acquisition of new knowledge and attitude modification. To compare certain results with that obtained by previous graduates of the program.
Methodology Used:	Three groups of fishermen were used: 22 participants of the 1969 Fishermen's Short Course; 40 fishermen who had never participated; and 55 fishermen who were former students. Six data gathering instruments were used. Group I was pre- and post-tested on knowledge and attitude.
Findings:	Group knowledge scores improved significantly. Group attitude toward governmental function remained virtually unchanged, although there were many individual changes. No relationships were found between knowledge, attitude or socio-economic factors of the fishermen studied. There is an indication that knowledge is retained and behavior is changed by former students.
Abstract Location:	Library, University of British Columbia
Copies may be borrowed from:	Graham A. Drew Department of Extension University of British Columbia Vancouver 8, B.C.
Name of Advisors:	Dr. G. Eaton, Agricultural Science, University of British Columbia Dr. John A. Niemi, Adult Education, University of British Columbia Dr. H. E. W. Roberts, Extension, University of Western Australia
Inquiries:	Graham A. Drew Department of Extension University of British Columbia Vancouver 8, British Columbia

4. DuGAS, Beverly W.

An Analysis of Certain Factors in the Diffusion of Innovations in Nursing Practice in the Public General Hospitals of the Province of British Columbia.

Degree Obtained: Ed.D.

Institution: University of British Columbia

Date Thesis Accepted: August 1969

Statement of the Problem: To analyze the process of diffusion as it functions with regard to changes in nursing practice in a selected segment of Canadian hospitals and to relate this to general research and theory about information transmission and the acceptance of innovations. Three aspects of the diffusion process were investigated: the flow of information about new practices in nursing through a network of hospitals; factors affecting the adoption of nursing; and factors influencing delay in the adoption process, rejection of new practices or their discontinuance following adoption.

Methodology Used: Use of analytical survey method to investigate the process of diffusion by which new information is transmitted in the nursing community of British Columbia. A structured interview technique was employed to gather data from the head of the nursing staff of each hospital.

Findings: Two cycles of influence were shown to be operating in the flow of information to nurses in the province; the first deriving from the major teaching and research centers in Vancouver; the second, from the larger centrally located hospitals in districts of the Province. The specific characteristics of the population which showed a relationship to adoption included: size, teaching status, geographic location, and accreditation of the hospital; age of the Director of Nursing, her marital status, academic preparation, professional nursing experience, extent of attendance at educational meetings, participation in professional nursing organizations, and subscription to nursing journals; professional preparation and prestige of the hospital administrator; relative age of the nursing staff. Factors influencing delay,

	rejection or discontinuance were shown to be related both to characteristics of the new practice and to characteristics of the individuals involved in making the decision to adopt innovations.
Copies may be borrowed from:	Library, University of British Columbia
Name of Advisors:	Dr. John A. Niemi, Adult Education, University of British Columbia Dr. S. Blank, Educational Psychology, University of British Columbia Dr. D. Williams, Continuing Medical Extension, University of British Columbia Dr. G. Chronister, Graduate Division, University of British Columbia
Inquiries:	Dr. Beverly DuGas 901 - 420 Parkdale Ottawa 3, Ontario

5. GANZ, Benno L.

An Analytical Survey of Participants in Non-Credit Liberal Arts Extension Courses

Degree Obtained:	M.A.
Institution:	University of British Columbia
Date Thesis Accepted:	April 1969
Statement of the Problem:	To establish a profile of the participants in non-credit liberal arts university extension courses given by the University of British Columbia during the spring of 1968, by investigating the socioeconomic characteristics of the participants as well as some of their psychological traits (motivation, preferences, interests) and their ways of obtaining information about courses. To establish three dichotomies according to sex, previous participation in adult education, and intentions for future participation, and to determine whether or not any statistically significant differences with respect to the established characteristics exist within each of the dichotomies.
Methodology Used:	Analytical survey, based on 1005 interview schedules which were collected during group-interviews of all participants.
Findings:	Participants differed from the general population in that they had a higher ratio of women to men, constituted greater percentages of people in each of the age categories from 25-54 years, possessed higher socioeconomic status and were more actively involved in the formally organized life of their community. Learning-orientation - the desire to seek knowledge for its own sake - emerged as the prime motivator for most participants. Three-quarters of them reported previous involvement in adult education, and a similar proportion indicated strong intentions to enrol in future extension classes. One-half of the clientele were novices in university extension classes. Virtually all respondents resided in the greater Vancouver area, and spent less than thirty minutes traveling to class. Testing of the hypothesis revealed statistically significant differences between male and female

participants with respect to educational level, attendance during specified times of the day, preferences for starting times of classes, attendance on specified days of the week, interest in weekend seminars, and the type of announcement received for the course.

Name of Advisors: Dr. John A. Niemi, Adult Education, University of British Columbia
Dr. R. Gray, Adult Education, University of British Columbia
Dr. H. E. W. Roberts, Extension, University of Western Australia

Inquiries: Dr. John A. Niemi
Adult Education
University of British Columbia
Vancouver 8, British Columbia

6. HOICHBERG, Samuel W.

The Ontario High School Program as a Preparation for the Two-Year Diploma Program at the Ontario Agricultural College, University of Guelph

Degree Obtained:	M.Sc.
Institution:	University of Guelph
Date Thesis Accepted:	January 1969
Statement of the Problem:	To illustrate which, if any, of the programs available to students in Ontario high schools is most suitable as a preparation for the two-year diploma program at the Ontario Agricultural College, University of Guelph.
Methodology Used:	Analysis of records of 194 male students from the graduating class of the diploma program.
Findings:	Students from the five-year programs outperformed those from the four-year programs. However, there was no relationship between the students' Grade XII marks and their performance during their first Semester at O.A.C. It was also found that those who had taken chemistry in high school significantly outperformed those who had not. There was no relationship between performance and those who had agriculture as a subject in high school.
Copies may be borrowed from:	Department of Extension Education, University of Guelph
Name of Advisors:	Dr. H. W. Caldwell, Extension Education, University of Guelph
Inquiries:	Dr. H. W. Caldwell Department of Extension Education University of Guelph Guelph, Ontario

7. HOOLEY, Agnes

An Historical Synopsis of the Concept of Literacy

Degree Obtained:	M.A.
Institution:	University of British Columbia
Date Thesis Accepted:	December 1969
Statement of the Problem:	To determine the validity of the notion that the level of literacy is determined by the socioeconomic needs of the times.
Methodology Used:	Analysis of historical materials.
Findings:	Literacy and levels of education have always been related to usefulness of work. This was true of the first schools, and it is true today. Literacy and education for purposes of developing the potential of an individual or for "spiritual values" has been and is a secondary matter. The prime reason for the support of universities has always been, and is today, for their usefulness to society. Such usefulness is not a modern twentieth century development.
Copies may be borrowed from:	Department of Adult Education or Library, University of British Columbia
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia Dr. John A. Niemi, Adult Education, University of British Columbia Dr. L. Marsh, Adult Education, University of British Columbia
Inquiries:	Dr. Coolie Verner Department of Adult Education University of British Columbia Vancouver 8, British Columbia

8. JOHNSON, Edwin W. W.

Differences in the Expectations of Adults in a Public Adult Night School Regarding the Functions of a Counselor

Degree Obtained:	M.A.
Institution:	University of British Columbia
Date Thesis Accepted:	May 1970
Statement of the Problem:	To determine if, as a result of a number of socioeconomic variables, there are differences in the importance which adult credit students in night school assign to counselor functions.
Methodology Used:	Individual interview by means of a Q sort administered to 100 adults actively participating in credit night courses in Surrey, British Columbia.
Findings:	The following findings were statistically significant at the .05 level: all socioeconomic groups considered educational counseling more important than either personal counseling or counselor-client relationship; all groups considered the combination of educational and occupational counseling more important than the combination of personal and counselor-client relationship; only males in white collar occupations considered educational counseling more important than occupational counseling; males considered occupational counseling more important than did females; working females considered occupational counseling more important than did housewives; housewives considered the counselor-cliert relationship more important than did employed females.
Copies may be borrowed from:	Library, University of British Columbia
Name of Advisors:	Dr. John A. Niemi, Adult Education, University of British Columbia Dr. Coolie Verner, Adult Education, University of British Columbia
Inquiries:	Edwin W. Johnson Fiddlers Green Road R.R. #2 Ancaster, Ontario

9. SHARPLES, Brian

A Survey of the Functions and Responsibilities of the Director of Adult Education in the Public School System

Degree Obtained:	M.Ed.
Institution:	University of Calgary
Date Thesis Accepted:	September 1969
Statement of the Problem:	To conduct a survey of some of the present functions and characteristics of the administrator of adult education in public school systems across Canada, as well as the educational goals of adult programs as perceived by the director himself and the school superintendent.
Methodology Used:	Questionnaires mailed to 265 directors of adult education and 183 superintendents of school systems across Canada.
Findings:	Many directors are relatively new to the position. Many full-time directors were previously employed by the same school board. There is evidence of lack of training in adult education and lack of strong agreement with respect to goals of adult education. Many tasks listed were considered to be of primary importance. The type of director and the geographic location produced greater differences in points of view regarding goals and tasks than did administrative experience and training in adult education. The views of superintendents are often similar to those of the directors.
Copies may be borrowed from:	Brian Sharples, Department of Educational Administration, University of Alberta, Edmonton, Alberta
Name of Advisors:	P. A. Adams, Educational Administration, University of Calgary Dr. W. Dushenski, Educational Administration, University of Calgary Dr. L. Handy, Educational Administration, University of Calgary
Inquiries:	Brian Sharples Department of Educational Administration University of Alberta Edmonton, Alberta

10. SHOREY, Leonard L.

Teacher Participation in Continuing Education Activities

Degree Obtained:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Date Thesis Accepted:	September 1969
Statement of the Problem:	To investigate the continuing education activities in which teachers engaged and to determine where possible: what factors influenced their participation in courses; the kinds of help teachers received from selected continuing education activities; the kinds of help they received from colleagues; and the changes teachers perceived as needed to facilitate their personal and professional growth.
Methodology Used:	Questionnaires mailed to 1470 teachers employed in public school system by Windsor Board of Education, Ontario.
Findings:	Participation in continuing education activities was related to the factors age, sex, academic qualifications, grade level taught, and length of teaching experience. Membership in Teacher Associations was one of the most important influences on the teacher with respect to both personal and professional development. Skill and competence were most effectively enhanced by workshops, observation-demonstration lessons, and Department of Education courses. Interaction with colleagues contributed significantly to "on-the-job" improvement and frequently stimulated involvement in continuing activities, but could also have an adverse influence.
Copies may be borrowed from:	Department of Adult Education, OISE
Name of Advisors:	Dr. J. A. Draper, Adult Education, OISE Dr. J. R. Kidd, Adult Education, OISE J. D. Myers, History & Philosophy, OISE Dr. D. Roberts, Measurement & Evaluation, OISE
Inquiries:	Leonard L. Shorey Extra-Mural Centre Pine Hill St. Michael, Barbados, West Indies

IN-PROGRESS RESEARCH

11. ALLEN, James A. M.

A Study of Post-Laboratory Transfer of Behavioral Learnings in Human Relations Training

Degree Sought:	M.A.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	August 1970
Statement of the Problem:	To test the hypothesis that cognitive learning is a greater reinforcement to affective learning when it takes place following the laboratory, rather than prior to or during the laboratory. In other words, the time for an intellectual understanding of the processes and theories involved in the affective learning that takes place in a human relations laboratory is in the follow-up period rather than before or during the laboratory period itself.
Methodology Used:	Experimental study of twenty participants in a recent human relations laboratory. These participants were divided into an experimental group of ten and a control group of ten. The experimental group received a three-month follow-up program emphasizing cognitive reinforcement of the affective learnings achieved or desired by the subjects. Assessment made by the subjects and by others at the end of the program.
Name of Advisors:	Dr. A. M. Tough, Adult Education, OISE Dr. D. Brundage, Adult Education, OISE Dr. L. Beech, Counseling, York University
Inquiries:	Eleanor Saracuse Youth and Recreation Branch Department of Education 550 Jarvis Street Toronto, Ontario

12. ANDERSON, Darrell V.

The Adoption of Selected Administrative Practices by Directors of Public School Adult Education in British Columbia

Degree Sought:	Ed.D.
Institution:	University of British Columbia
Estimated Date of Completion:	December 1970
Statement of the Problem:	To investigate the adoption behavior of public school adult education directors as it relates to a number of variables, including personal and socioeconomic characteristics, situational factors, and informational sources.
Methodology Used:	Analytical survey method to study the process of adoption as it functions amongst the directors of adult education in British Columbia. A structured interview will be used to gather data from each director.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia Dr. John A Niemi, Adult Education, University of British Columbia
Inquiries:	Dr. Coolie Verner Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

13. ARMSTRONG, David P.

Learning Behavior and the Phenomenal Self-Concept: A Study of Adult Continuing Learners of Low Educational Attainment

Degree Sought:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	December 1970
Statement of the Problem:	To determine the relationship between nature and extent of educative behavior, and the self-concepts of high-learning adults of low (formal) educational attainment.
Methodology Used:	Intensive case studies of 25 adult continuing learners of low educational attainment.
Name of Advisors:	Dr. J. R. Kidd, Adult Education, OISE Dr. A. M. Tough, Adult Education, OISE Dr. J. McLeish, Adult Education, OISE
Inquiries:	D. P. Armstrong Coordinator of Professional Development Humber College of Applied Arts & Technology Rexdale, Ontario

14. BEAN, Gladys Mabel

Self-Concept and Leadership Performance

Degree Sought:	Ph.D.
Institution:	University of Michigan
Estimated Date of Completion:	August 1970
Statement of the Problem:	To determine the relationship between various aspects of a leader's self-concept and his performance as leader of a group.
Methodology Used:	Questionnaires and Rating Forms mailed to volunteer leaders of the YMCA and YM-YWCA of Canada through the National YWCA office in Toronto.
Name of Advisors:	Dr. A. Menlo, Adult and Community Education, University of Michigan
Inquiries:	Gladys Bean 3610 McTavish, #22 Montreal 112, Quebec

15. BROOKE, Wilfrid Michael

An Investigation of Certain Factors Contributing to Dropping Out in an Ontario Adult Basic Education Program

Degree Sought:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	December 1970
Statement of the Problem:	To determine whether students who drop out from adult basic education programs in two community colleges have significantly more of such characteristics as limited prior education, deprived environment, low I.Q., maladjusted personality traits, etc.
Methodology Used:	Interview of a sample of 100 students from two community colleges in Toronto. Questionnaire and standardized test administered to the sample. Comparisons made between drop-outs and stay-ins. Sub-groups and t-test used to test significant response differences.
Name of Advisors:	Dr. J. A. Draper, Adult Education, OISE Dr. J. R. Kidd, Adult Education, OISE Dr. D. M. Roberts, Measurement & Evaluation, OISE
Inquiries:	Michael Brooke Department of Adult Education The Ontario Institute for Studies in Education 252 Bloor Street West Toronto 5, Ontario

16. CLARKE, John M. C.

A Survey of Reasons for Discontinuance in Non-Credit University Extension Courses

Degree Sought:	M.A.
Institution:	University of British Columbia
Estimated Date of Completion:	October 1970
Statement of the Problem:	To identify the reasons why people who once attended non-credit, university extension courses do not enroll in further courses.
Methodology Used:	Interview of 100 people who had attended University of British Columbia non-credit extension courses in the fall of 1966 and have not returned for more such courses.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia Dr. John A. Niemi, Adult Education, University of British Columbia
Inquiries:	Dr. John A. Niemi Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

17. ENGMAN, Kenneth L.

Equal Emphasis: The Community College Response to the Washington State Community College Law of 1969

Degree Sought:	Ed.D.
Institution:	University of British Columbia
Estimated Date of Completion:	September 1970
Statement of the Problem:	To determine the degree to which the new Community College Law of 1969 is interpreted and implemented in the area of Adult Education (and community service) in the State of Washington.
Methodology Used:	Descriptive analysis based on questionnaire and interviews carried out with Presidents, Deans and Directors of four Community Colleges. Analysis of budgets and publications of these institutions.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia
Inquiries:	Dr. Coolie Verner Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

18. EYFORD, Glen Allenby

The Artist as Educator: A Philosophical Examination of the Communicative Function in the Arts

Degree Sought:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	October 1970
Statement of the Problem:	To determine the views of some contemporary artists about their role as communicators and educators; to gain an understanding of the methods used to achieve this goal; to define the place of aesthetics in learning.
Methodology Used:	Review and integration of some theories of aesthetics and of communications as they relate to the contemporary artist's attempts to function as communicator or influencer; interviews with 15-20 Canadian writers, painters, and film-makers.
Name of Advisors:	Dr. J. R. Kidd, Adult Education, OISE Dr. F. Rainsberry, Adult Education, OISE Dr. C. Pitt, Applied Psychology, OISE Dr. R. Woodman, English, University of Western Ontario
Inquiries:	Glen Eyford Department of Adult Education The Ontario Institute for Studies in Education 252 Bloor Street West Toronto 5, Ontario

19. FARIS, Ronald L.

An Interest Group Study of the Role of the Canadian Association for Adult Education in Public Affairs Broadcasting in Canada: 1936-1952

Degree Sought:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	May 1970
Statement of the Problem:	To assess the influence of the Canadian Association for Adult Education in the field of public affairs broadcasting during the period 1936-1952.
Methodology Used:	An historic case study in which archival data are analyzed with relevant political science theory.
Name of Advisors:	Dr. R. Harris, Higher Education, University of Toronto Dr. F. Peers, Political Economy, University of Toronto Dr. R. Manzer, Political Economy, University of Toronto Dr. L. Orlikow, Educational Administration, OISE
Inquiries:	Ronald L. Faris 56 Snowdon Avenue Toronto 12, Ontario

20. GANZ, Benno L.

Discriminant Analysis of Adult Participants in Social and Educational Activities in Rural British Columbia

Degree Sought:	Ed.D.
Institution:	University of British Columbia
Estimated Date of Completion:	September 1970
Statement of the Problem:	To determine some socioeconomic and attitudinal characteristics of residents in rural British Columbia which will differentiate between persons who are active in social organizations, and those who participate in adult education.
Methodology Used:	Analysis of data from the ARDA socioeconomic survey of selected rural areas of British Columbia.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia
Inquiries:	Dr. Coolie Verner Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

21. GRAY, Roger T.

A Study of Factors which Relate to the Effectiveness of Local Committees of The Saskatchewan Wheat Pool

Degree Sought:	M.C.Ed.
Institution:	University of Saskatchewan
Estimated Date of Completion:	May 1970
Statement of the Problem:	To examine the characteristics of local committees of The Saskatchewan Wheat Pool which relate to their effectiveness.
Methodology Used:	Index developed and applied to a sample of 180 sets of minutes of committees to determine effective and ineffective committees. Questionnaires mailed to approximately 600 Committeemen comprising approximately 30 "effective" committees and 30 "ineffective" committees.
Name of Advisors:	Robert Brack, Continuing Education, University of Saskatchewan Dr. Glen Farrell, Continuing Education, University of Saskatchewan Professor Basran, Sociology, University of Saskatchewan
Inquiries:	(Mrs.) Jane Abramson Acting Head Department of Continuing Education University of Saskatchewan Saskatoon, Saskatchewan

22. JACKSON, Rennee P.

Analysis of Characteristics of Rural Okanagan Residents who Express Interest in Educational Programs

Degree Sought:	M.A.
Institution:	University of British Columbia
Estimated Date of Completion:	July 1970
Statement of the Problem:	To determine whether differences between respondents who do and those who do not express the desire to participate in educational programs can be detected from the data collected in a survey.
Methodology Used:	Interviews collected in the ARDA socioeconomic survey.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia
Inquiries:	Dr. Gary Dickinson Department of Adult Education University of British Columbia Vancouver 8, British Columbia

23. JOHNSON, Arthur R.

A Comparison of the Job Satisfaction of Individuals who Acted Upon the Course of Action Developed in Collaboration with the Counsellor and Those that Did Not

Degree Sought:	M.A.
Institution:	University of British Columbia
Estimated Date of Completion:	August 1970
Statement of the Problem:	To determine whether individuals who follow counselors' suggestions are more likely to be vocationally satisfied than are individuals who ignore these suggestions.
Methodology Used:	Interview schedule.
Name of Advisors:	Dr. John A. Niemi, Adult Education, University of British Columbia Dr. John Friesen, Counseling, University of British Columbia
Inquiries:	Dr. John A. Niemi Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

24. KHAIRAT, Lava

An Experimental Evaluation of the Conference Technique in Parent Education on Child Health

Degree Sought:	M.Ed.
Institution:	University of British Columbia
Estimated Date of Completion:	May 1970
Statement of the Problem:	To determine the amount of information that parents gain through conferences in the following areas: mother and infant relationships, knowledge of general health information, and knowledge of developmental milestones.
Methodology Used:	Interviews in a Child Health Centre, October 1967-August 1968.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia Dr. John A. Niemi, Adult Education, University of British Columbia
Inquiries:	Dr. Coolie Verner Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

25. KIDD, Ross

Follow-up Study of Former Volunteers in the Frontier College Laborer-Teacher Program

Degree Sought:	M.A.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	September 1970
Statement of the Problem:	To examine the views of former laborer-teachers of Frontier College regarding their own period of service in order to measure their perceptions of their roles.
Methodology Used:	Questionnaire mailed to 200 former laborer-teachers.
Name of Advisors:	Dr. J. A. Draper, Adult Education, OISE Trevor Wigney, Adult Education, OISE Dr. John Farina, Social Work, University of Toronto
Inquiries:	Ross Kidd Apartment 514 30 Charles Street West Toronto 189, Ontario

26. MACKIE, Richard G. A.

Factors Which Influence and Support the Production and Transmission of Informational Programming on Television

Degree Sought:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	October 1969
Statement of the Problem:	To identify the forces that operate within the television production environment that influence, support, and confound news commentary from its beginning as an event in the external world to its reception by the television audience.
Methodology Used:	Open-ended interviews with programmers of major "news commentary" programs in two Canadian television networks. Interviewed were programmers invested with the authority to select program items and to decide how they will be developed.
Name of Advisors:	Dr. F. Rainsberry, Curriculum, OISE Dr. A. Marcus, Applied Psychology, OISE Dr. J. A. Draper, Adult Education, OISE Dr. J. R. Kidd, Adult Education, OISE
Inquiries:	Richard G. A. Mackie Department of Adult Education The Ontario Institute for Studies in Education 252 Bloor Street West Toronto 5, Ontario

27. MORRIS, John F.

An Investigation of the Early Activities of a Learning Project by An Individual Adult Learner

Degree Sought:	Ph.D.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	October 1970
Statement of the Problem:	To examine the learning behavior of a selected group of continuous learners; to develop a taxonomy and typology of planning events by self-directed learners; to see what correlation, if any, exists between these planning categories and an individual's conceptual level.
Methodology Used:	Interviews of a selected group of professionals and testing.
Name of Advisors:	Dr. J. R. Kidd, Adult Education, OISE
Inquiries:	John Morris Department of Adult Education The Ontario Institute for Studies in Education 252 Bloor Street West Toronto 5, Ontario

28. POLVI, Mervin B.

A Survey of the Technical Training Program Conducted by the British Columbia Telephone Company

Degree Sought:	M.A.
Institution:	University of British Columbia
Estimated Date of Completion:	Fall 1970
Statement of the Problem:	To try and determine the effectiveness of the technical training program conducted by the British Columbia Telephone Company for installation and repairmen as related to on-the-job performance.
Methodology Used:	An interview questionnaire submitted to about 75 journeymen directly in charge of the trainees following the training sessions. The questionnaire will be based on the course content of the training sessions.
Name of Advisors:	Dr. John A. Niemi, Adult Education, University of British Columbia Dr. S. Lee, Educational Psychology, University of British Columbia
Inquiries:	Mervin B. Polvi 1251 Dunlop Avenue North Burnaby, British Columbia

29. RUMP, Christine G.

Toward a Model of Influence Strategy

Degree Sought:	M.A.
Institution:	University of Waterloo
Estimated Date of Completion:	September 1970
Statement of the Problem:	To analyze the concepts involved in the process of influence; to determine if functional associations exist between the various factors and variables which will enable the development of a model of influence strategy. Selected areas of the theory will be empirically tested in connection with a study to determine the effect which the Children's International Summer Village Camp has on the host community.
Methodology Used:	Two sets of questionnaires administered during personal interviews. One set of questionnaires is oriented to families within Waterloo County, and the second set to members of organizations in the community. A likert-type scale is employed in the questionnaire to determine attitude towards the Children's International Summer Village Association.
Name of Advisors:	Dr. H. C. Abell, Urban and Regional Planning, University of Waterloo Dr. W. Shalinsky, Environmental Studies, University of Waterloo S. G. Rich, Urban and Regional Planning, University of Waterloo
Inquiries:	Dr. H. C. Abell School of Urban and Regional Planning Division of Environmental Studies University of Waterloo Waterloo, Ontario

30. RUSNELL, Dale A.

The Relationship Between Occupation and Adult Education Participation for Rural, Non-farm, British Columbia Residents

Degree Sought:	M.A.
Institution:	University of British Columbia
Estimated Date of Completion:	June 1970
Statement of the Problem:	To determine if participation in adult education may be related to various factors associated with occupation, such as education, income, social status, occupational mobility, unemployment patterns, etc.
Methodology Used:	Interview survey of heads of households in three British Columbia communities.
Name of Advisors:	Dr. Coolie Verner, Adult Education, University of British Columbia Dr. J. Thornton, Adult Education, University of British Columbia Dr. S. Lee, Educational Psychology, University of British Columbia
Inquiries:	Dale A. Rusnell Adult Education Research Centre University of British Columbia Vancouver 8, British Columbia

31. WAGNER, Roy M. K.

The Development and Pilot Evaluation of an Instrument to Teach Differential Diagnosis to Veterinary Practitioners

Degree Sought:	M.C.Ed.
Institution:	University of Saskatchewan (Saskatoon)
Estimated Date of Completion:	November 1970
Statement of the Problem:	To develop an instrument to teach differential diagnosis to veterinary practitioners in Canada and to evaluate the effectiveness of this instrument.
Methodology Used:	Sample drawn from delegates to the Canadian Veterinary Association Convention. Experimental form with control group given simulated literature and experimental group given instrument to be evaluated.
Name of Advisors:	Dr. B. Whale, Extension, University of Saskatchewan (Saskatoon) Dr. G. Farrell, Extension, University of Saskatchewan (Saskatoon) Dr. N. Nielsen, Pathology, University of Saskatchewan (Saskatoon)
Inquiries:	(Mrs.) J. A. Abramson Acting Head Department of Continuing Education Kirk Hall University of Saskatchewan Saskatoon, Saskatchewan

32. WARD, Muriel A.

Some Factors Related to the Mobility of Teachers in Diploma Schools of Nursing in the Province of Ontario

Degree Sought:	M.Ed.
Institution:	The Ontario Institute for Studies in Education University of Toronto
Estimated Date of Completion:	May 1970
Statement of the Problem:	To determine the factors which influence the mobility of nursing teachers in Diploma Schools of Nursing in Ontario.
Methodology Used:	Interview of 34 nurse teachers who resigned during the two-year period September 1, 1961 to August 31, 1963, whose reasons for terminating employment were within the limitations of the study.
Name of Advisors:	Dr. A. M. Tough, Adult Education, OISE
Inquiries:	Miss Muriel A. Ward 3192 The Credit Woodlands Mississauga, Ontario

APPENDIX A

AUTHORS and TITLES INDEX

Author	Title	Ref. No.
ALLEN, James A. M.	A Study of Post-Laboratory Transfer of Behavioral Learnings in Human Relations Training	11
ANDERSON, Darrell V.	The Adoption of Selected Administrative Practices by Directors of Public School Adult Education in British Columbia	12
ANGUS, Monica Diane	Promotion of Public School Adult Education in the City of Port Coquitlam, British Columbia	1
ARMSTRONG, David P.	Learning Behavior and the Phenomenal Self-Concept: A Study of Adult Continuing Learners of Low Educational Attainment	13
BEAN, Gladys Mabel	Self-Concept and Leadership Performance	14
BROOKE, Wilfrid Michael	An Investigation of Certain Factors Contributing to Dropping Out in an Ontario Adult Basic Education Program	15
CLARKE, John M. C.	A Survey of Reasons for Discontinuance in Non-Credit University Extension Courses	16
DAVISON, Catherine Val	A Survey of Adult Basic Education Teachers in the Province of British Columbia with Special Reference to Their Training Needs	2
DREW, Graham A.	An Evaluation of A Three-Week Adult Education Program for Commercial Fishermen	3
DuGAS, Beverly W.	An Analysis of Certain Factors in the Diffusion of Innovations in Nursing Practice in the Public General Hospitals of the Province of British Columbia	4

Author	Title	Ref. No.
ENGMAN, Kenneth L.	Equal Emphasis: The Community College Response to the Washington State Community College Law of 1969	17
EYFORD, Glen Allenby	The Artist as Educator: A Philosophical Examination of the Communicative Function in the Arts	18
FARIS, Ronald L.	An Interest Group Study of the Role of the Canadian Association for Adult Education in Public Affairs Broadcasting in Canada: 1936-1952	19
GANZ, Benno L.	An Analytical Survey of Participants in Non-Credit Liberal Arts Extension Courses	5
GANZ, Benno L.	Discriminant Analysis of Adult Participants in Social and Educational Activities in Rural British Columbia	20
GRAY, Roger T.	A Study of Factors which Relate to the Effectiveness of Local Committees of The Saskatchewan Wheat Pool	21
HOICHBERG, Samuel W.	The Ontario High School Program as a Preparation for the Two-Year Diploma Program at the Ontario Agricultural College, University of Guelph	6
HOOLEY, Agnes	An Historical Synopsis of the Concept of Literacy	7
JACKSON, Rennee P.	Analysis of Characteristics of Rural Okanagan Residents who Express Interest in Educational Programs	22
JOHNSON, Arthur R.	A Comparison of the Job Satisfaction of Individuals who Acted Upon the Course of Action Developed in Collaboration with the Counsellor and Those that Did Not	23

Author	Title	Ref. No.
JOHNSON, Edwin W. W.	Differences in the Expectations of Adults in a Public Adult Night School Regarding the Functions of a Counselor	8
KHAIRAT, Lava	An Experimental Evaluation of the Conference Technique in Parent Education on Child Health	24
KIDD, Ross	Follow-up Study of Former Volunteers in the Frontier College Laborer-Teacher Program	25
MACKIE, Richard G. A.	Factors Which Influence and Support the Production and Transmission of Informational Programming on Television	26
MORRIS, John F.	An Investigation of the Early Activities of a Learning Project by An Individual Adult Learner	27
POLVI, Mervin B.	A Survey of the Technical Training Program Conducted by the British Columbia Telephone Company	28
RUMP, Christine G.	Toward a Model of Influence Strategy	29
RUSNELL, Dale A.	The Relationship Between Occupation and Adult Education Participation for Rural, Non-farm, British Columbia Residents	30
SHARPLES, Brian	A Survey of the Functions and Responsibilities of the Director of Adult Education in the Public School System	9
SHOREY, Leonard L.	Teacher Participation in Continuing Education Activities	10
WAGNER, Roy M. K.	The Development and Pilot Evaluation of an Instrument to Teach Differential Diagnosis to Veterinary Practitioners	31
WARD, Muriel A.	Some Factors Related to the Mobility of Teachers in Diploma Schools of Nursing in the Province of Ontario	32

Appendix B. SUMMARY DEGREE RESEARCH AS REPORTED BY UNIVERSITIES

	MASTERS DEGREE			DOCTORAL DEGREE			
	M.A.	M.Ed.	Other	Ph.D.	E.Ed.	Other	Total
IN-PROGRESS							
Canadian Universities							
British Columbia	5	-	-	-	4	-	9
Saskatchewan	-	-	2	-	-	-	2
Toronto (OISE)	2	1	-	6	-	-	9
Waterloo	1	-	-	-	-	-	1
Other Universities							
Michigan	-	-	-	1	-	-	1
	8	1	2	7	4	-	22
TOTAL IN-PROGRESS STUDIES							22
COMPLETED							
Canadian Universities							
British Columbia	5	2	-	-	1	-	8
Guelph	-	-	1	-	-	-	1
Toronto (OISE)	-	-	-	1	-	-	1
	5	2	1	1	1	-	10
TOTAL COMPLETED STUDIES							10
TOTAL NUMBER OF STUDIES REPORTED							32

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